

School Resources and the Local Control Funding Formula

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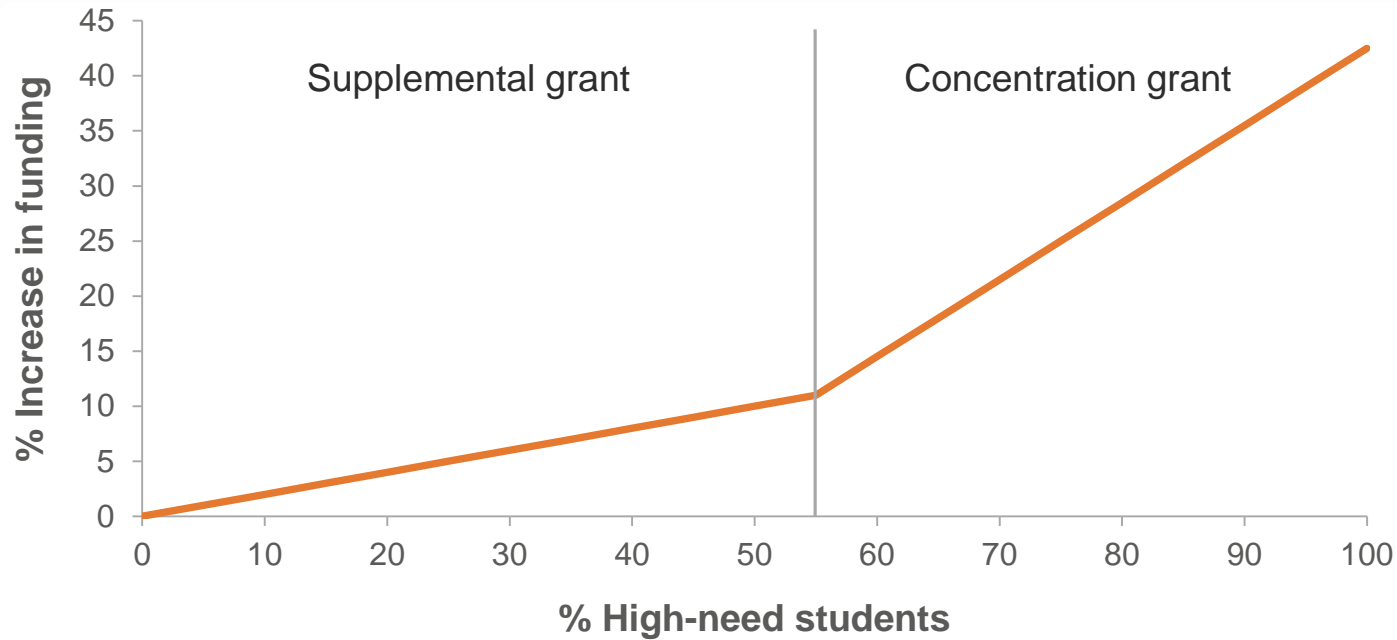
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A central aim of the LCFF is to boost funding for high-need students

- The LCFF, implemented in 2013–14, has three major goals
 1. Simplify state funding for public K–12 schools
 2. Revamp accountability
 3. Increase funding for high-need students—those who are low income, English Learners, homeless, and/or foster youth
- Two fundamental reforms:
 - **Weighted funding formula:** additional funding for districts with more high-need students
 - **Local control:** fewer restrictions on spending



LCFF provides additional funding to address concentrated need at the district level



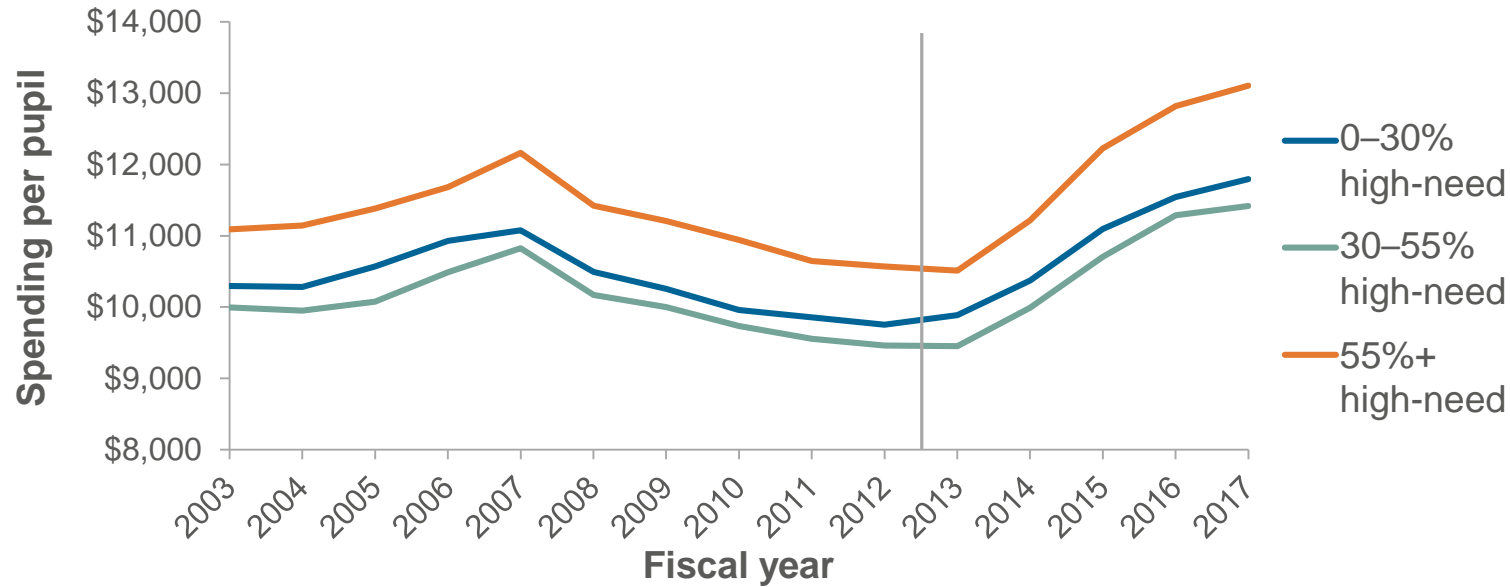
Key questions about LCFF spending

- How has the LCFF affected spending in districts with different levels of need?
 - How is money being spent?
- How has LCFF spending affected educational environments?
 - Class size, level of teacher experience, support staff
- Does district spending target students with the greatest need?
 - Data limitations make measurement difficult

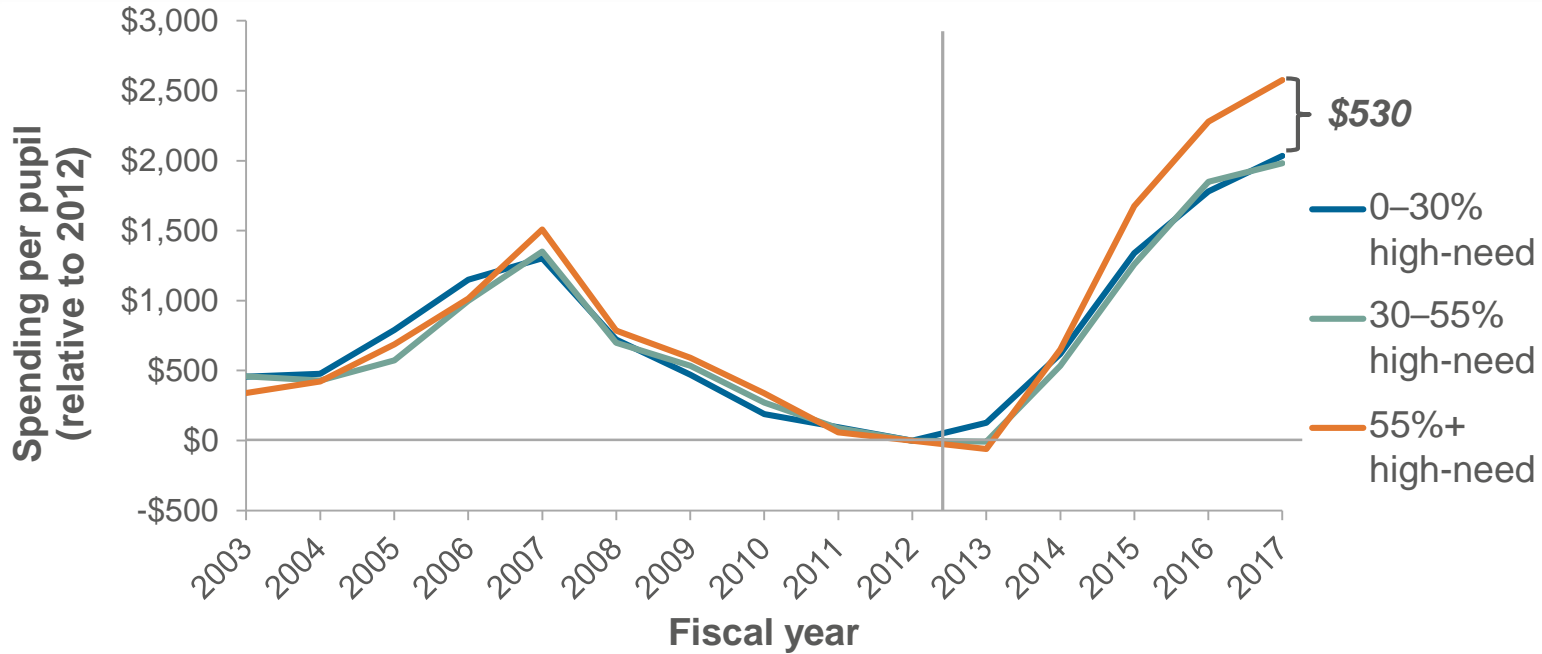


Student spending has increased since 2012–13...

Student spending in low-, middle-, and high-need districts



...with *relative* increases in high-need districts



Districts are spending more on staffing

- Spending on staffing—especially instructional staff—has increased in all districts
 - Smaller increases in non-staff student spending (textbooks, equipment, professional development)
- There have been **relative** spending increases on non-teacher spending in high-need districts
 - Pupil services and support staff (e.g., counselors, nurses, librarians)
 - Administrative staff; benefits spending
 - Other non-staff student spending

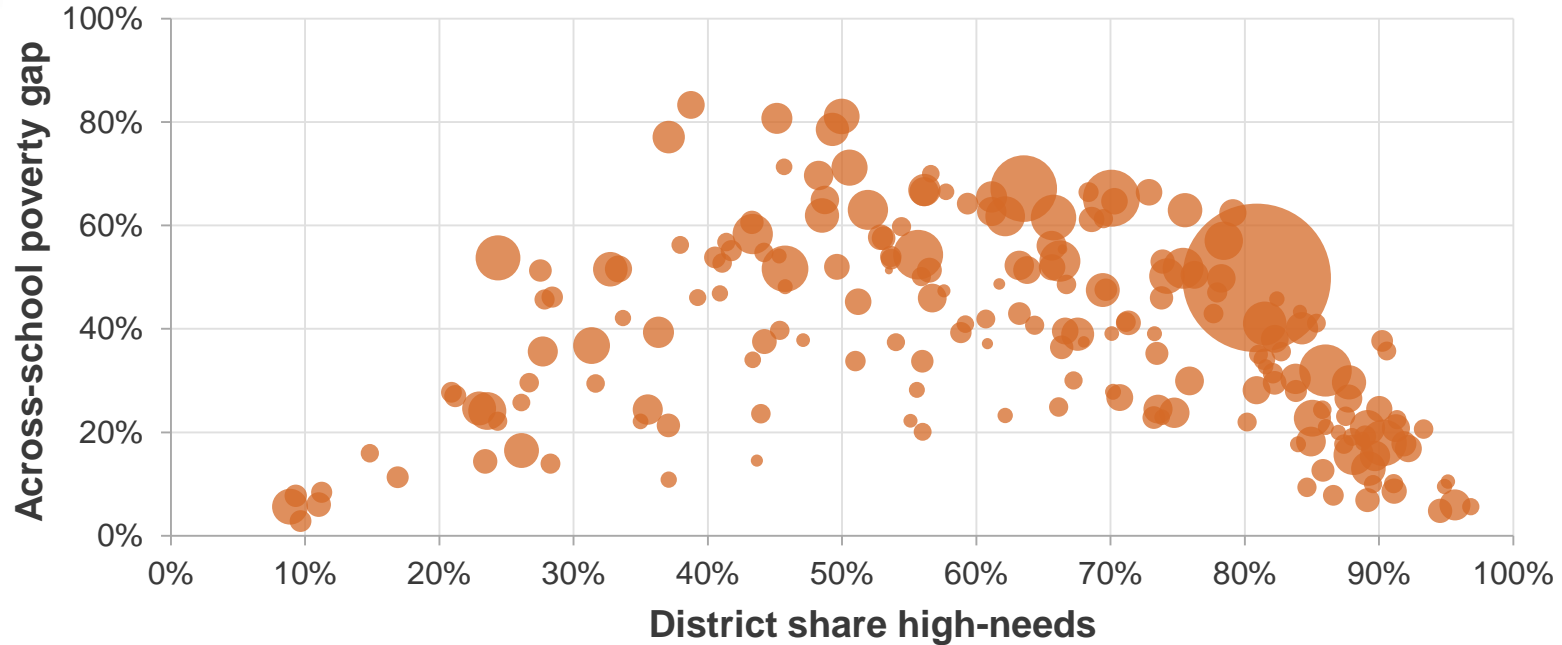


What about high-need students in lower-need districts?

- Hundreds of thousands of high-need students in low-need districts
- *If* districts spend equally on all students:
 - Relative LCFF increase per high-need student is 1/2 to 2/3 of the district-level increase
- **However**, LCFF additional dollars are intended for the highest-need students within district
 - Many districts have large gaps in need across schools



Many districts have large income gaps across schools



How do districts spend on their highest-need schools?

- Districts spend \$200 to \$300 more (per pupil) on teachers in their highest-need schools
 - This pattern predates LCFF and has changed little
- **Tradeoff** between teacher qualifications and pupil-teacher ratios
 - High-need schools have smaller class sizes but less-experienced teachers (with lower salaries)



Policy implications

- Novice hires at high-need schools mean improvements in student outcomes may take time to accumulate
- Efforts to improve placement and retention of qualified educators are crucial
- Improving data collection to track spending at the site/student level could lead to better monitoring
 - Local Control and Accountability Plan monitoring is messy and contentious
 - Federal requirements may lead to better data



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Notes on the use of these slides

These slides were created to accompany a presentation. They do not include full documentation of sources, data samples, methods, and interpretations. To avoid misinterpretations, please contact:

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Thank you for your interest in this work.